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ABSTRACT

The purpose of a project at the University of Oregon was to explore principles and procedures for experiential learning programs. Experiential learning in this instance refers to both prior learning and field experience. Considerable attention is paid to the Lila Acheson Wallace School of Community Service and Public Affairs within the university. This school has a strong tradition of sponsored learning, and its emphasis is on interpersonal communication and competence. The project report outlines a model of program development and proposes a continuum of institutional awareness and action. Two major concerns addressed are academic standards and costs, and the matters of program rationale and articulation are discussed. The progress of experiential learning at the University of Oregon is assessed, and the developmental needs of the program are outlined. (MSE)

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CAEL Institutional Report
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FROM APATHY TO AWARENESS AND ACTION: A MODEL FOR INSTITUTIONAL DEVELOPMENT OF SPONSORED AND PRIOR LEARNING IN A TRADITIONAL UNIVERSITY

Richard A. Fehnel

and

Norman D. Sundberg

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The primary purpose of the University of Oregon project was to explore principles and procedures for institutional development which will be of use to other universities and colleges. These principles and procedures are based on experiential learning itself - in part on ten years of experience with a variety of sponsored learning programs and in part on only a little over a year of experience in developing a prior learning program. The contrast between these two developmental experiences initiated in the same institution but at two dramatically different times in the Zeitgeist of higher education offers some important opportunities for understanding the processes of institutional development.

The setting for this project is the University of Oregon, one of three large public universities in the state. It consists of a large College of Liberal Arts, which has over one half of the 16,000 member student body, and nine professional schools or colleges. The report pays considerable attention to one of the professional schools, the Lila Acheson Wallace School of Community Service and Public Affairs (CSPA), which unlike the rest of the University has a strong tradition of sponsored experiential learning. Much of CSPA's emphasis is on interpersonal communication and competence, which form core qualities in preparing students for work in public and social services and in innovative programs of social action.

The report outlines a model of program development and proposes a set of steps in moving from apathy (or routine) to awareness, action and assimilation. The developmental process then cycles or spirals back as programs become moribund or routine again. The report examines the detailed steps in this process of innovation and renewal and exemplifies them with a rich variety of operational procedures in sponsored learning in well developed sections of the University and a beginning set of procedures in prior learning. Two of the crucial concerns of experiential learning are criterion standards and costs, and these are covered in an examination of the two kinds of learning programs. Other crucial concerns of the Willingham-Geisinger model, such as program rationale and articulation, were discussed.

At the end, the report assesses the state of progress in experiential learning at the University of Oregon and outlines developmental needs. It recognizes the complexity of fostering change in a traditional university. (Someone has said it is easier to move a graveyard than to change an established university.) The report ends with suggestions to other colleges and universities with similar developmental problems. A continuing theme throughout is the need to assess various levels in th..

environmental systems impinging on programs.

This report was the result of over a year's effort by many different people. The authors particularly wish to thank Ben Sanders, a CSPA Independent Studies student, whose unusual gifts for organizing the project, reviewing the literature and managing audio-visual equipment contributed immeasurably to the success of this endeavor. Also of great assistance in various parts of the project were a number of fellow faculty members, including Lila McQueen, Janet Moursund, Lynn Passy, and some twenty others who participated in various developmental activities. We are also very appreciative of the support and encouragement by James G. Kelly, Dean of CSPA. Of course, our gratitude must also go to the Cooperative Assessment of Experiential Learning project, not only for support for the Operational Models program, but also for the projects in interpersonal skills research, field research and faculty development. The multiple contacts with CAEL have been very helpful for this project and, in many ways, for development of experiential learning programs in Oregon and the Pacific Northwest.

I. Introduction

The model we are presenting is a model of development for experiential learning over a wide spectrum. It is intended for the use of institutions which are at various stages of program development. Our experience talking with people from other colleges and universities at CAEL meetings and elsewhere suggests that there is a need for an overall framework for looking at institutional development which would assist people in making a diagnosis of where they are and where they might go. This report's aims are as follows:

1. To present a conceptual framework for thinking about institutional development of experiential learning (both sponsored and prior).
2. To apply that framework to case examples in a traditional university, being as realistic as possible.
3. To analyze at different levels the institutional forces affecting both sponsored and prior learning and relate them to the institutional environment as it changes over time.
4. To explore the study of both standards and costs of assessment as they apply to a traditional institution.
5. To discuss generalization of the conceptual framework and offer suggestions for activities to promote experiential programs in other colleges and universities.

For those readers who are not familiar with terms commonly used here, it might be well to take some time to identify basic concepts and processes. Sponsored learning programs are those non-classroom experiences planned through a college or university recognized as of value to a student's learning goals and granting credit or comparable academic recognition. There are two major kinds: (a) Regular program related placements, such as supervised field study, practica, cooperative placements and internships (if credited). (b) Special learning contracts, such as independent study, with individualized plans for field learning.

Prior learning programs are programs for crediting learning resulting from experience obtained before or outside of college enrollment or supervision. There are also two major kinds of prior learning: (a) Credit by examination, such as CLEP, Course Challenge or specially related tests of competencies (e.g. by interviews, simulations, or worksamples). (b) Credit by portfolio, which is based on evaluation of narrative accounts and documentation of prior learnings.

Sponsored and prior programs differ obviously in the timing of the student relative to university activities. However, their many similarities make joint consideration highly desirable. Both forms recognize that experience outside the university classroom is relevant to college curriculum, that experiential learning may be a powerful process and that assessment of such learning involves a number of the same criteria. The stages of assessment are also common to both, as the following list (adapted from Willingham, 1976) shows:

1. Identification of the types of learning or competencies acquired or to be acquired; decide what kinds and levels justify college credit or fit particular programs.
2. Articulation of the learnings or competencies with the educational goals of the student; see if such learnings are in line with degree plans.
3. Documentation of the fact that the student has participated in such learning experiences. (Common documents of sponsored learning include logs or journals, essays, reports.)
4. Measurement of the extent and nature of knowledge, skills and awarenesses acquired, usually through expert judgment based on documents, interviews and observation; sometimes through examinations. Expert judgment often includes field instructor's and supervisor's ratings and letters, self-assessment and sometimes client and peer assessment.
5. Evaluation of whether the knowledge, skills and awareness meet an acceptable standard and how much credit or recognition is to be awarded. (This step is often interwoven with the previous one.)
6. Transcription of the credit or other appropriate description of the learning and its assessment; often this involves specialized kinds of recording.

II. Institutional and Historical Contexts

In 1876 the University of Oregon opened its doors in a high towered Victorian building on a hill in east Eugene. Deady Hall is now a national historical monument, still in use and covered with Japanese Ivy that flames orange and red in the fall. The University is strong in the sciences, social sciences, and humanities, and in its professional schools of Law, Education, Journalism, Architecture and Allied Arts, Library Science, Health, Physical Education and Recreation, Music, Business Administration, and Community Service and Public Affairs (CSPA). The last professional school is the main focus of our inquiry and will provide the most examples from its nearly ten year history of emphasis of field learning (Sundberg, 1969, 1970; Kelly, 1974) and its beginning attempts at portfolio assessment. The University is one of seven public colleges and universities under the Oregon State Board of Higher Education. Of the total enrollment of approximately 16,000, one-fifth to one-fourth are graduate students, and graduate supervision and research are accorded high prestige in the University. The University is proud to have been invited several years ago to become a member of the prestigious Association of American Universities, which now numbers fifty universities; there is only one other member in the Pacific Northwest.

The University of Oregon is traditional for large prestige-oriented universities in several ways. Its faculty reward and recognition system, though not a hard-nosed "publish or perish" one, does place high value on scholarly productivity. A survey (Thorne, Baird and Scott, 1974) found that faculty members ranked publications in scholarly books and journals as the overwhelmingly important variable in determining promotion and tenure. (Faculty opinion is important since professors have a particularly strong influence in decision-making in this institution.) The University has a heavy percentage of tenured faculty (68%). The University has a traditional department and school organization, with heavy emphasis on liberal arts education, and the traditional credit system. There is relatively little special concern for non-traditional, older students, except a program started in 1975 to advertise courses for non-matriculants, and a part of one person's time in Student Services is now assigned to advise "life-long learners." These University-wide programs were developed when the administration became alarmed by the potential decrease in student enrollment as the eligible pool of young people diminishes throughout the country. State budgets are based on total student credit hours.

In regard to experiential learning and its accreditation there have been a few centralized efforts undertaken within the last few years. The Office of Career Planning and Placement offers the CLEP (College Level Examination Program) tests. The College of Liberal Arts provides assistance for students wanting to obtain credit through a Course Challenge program; such examinations have to be developed by individual professors. Although these two offices comprise the official centralized services, there are experiential learning programs in a number of individual departments and schools. The following table shows the undergraduate credit hours produced in experiential learning:

	Total Number of Student Credit Hrs. in Undergraduate Instruction	Total Number of Credit Hrs. for Experiential Learning[2]	Experiential Credit Hrs. as a % of Total
College of Liberal Arts	353,762	396	0.1
Professional Schools	231,111	11,180	4.8

Figure II-1. Credit hours in Experiential Learning in 1974-75.

There have been some small changes in Liberal Arts since that time, and possibly some expansion in the professional schools. In Liberal Arts, Psychology has introduced (with assistance from one of the CAEL staff members) a year old sequence in Advanced Applied Psychology which involves field placements. Still the College of Liberal Arts, which accounts for 60% of the undergraduate credit hours and 34% of the faculty of the University, and is the dominant force in shaping University policies and hiring key administrators, obviously shows little activity aimed at development of experiential learning as yet.

There is some recognition, however, of the needs of non-traditional students and the potentiality for new kinds of learning. In President William Boyd's first address to the University faculty on October 1, 1975, he said that the University of Oregon "can and should improve our teaching and find ways to make it available to a wider range of students than those who can lay aside four years for an expensive life in a youth ghetto". This followed a statement at a press conference on September 4, 1975, in which he said:

"I anticipate the development of a new constituency for universities in

[2]These credit hours are based on registration using the "409 practicum" course title which is used throughout the University. While it is not the only course title used for experiential learning, it is the most widely used.

the coming decade. I can imagine a middle-aged housewife, for instance, who needs the credential of a degree to enter the job market, as well as certain skills and knowledge, but who has acquired other skills and knowledge by her life experiences. She should be able to contract with the University to convert her skills and knowledge into credit -- experience can be just as authentic as any knowledge picked up in a classroom -- and then work out a combination of classroom experiences with video and audio tape and home reading to achieve what she needs. I can imagine itinerant faculty in this country just as there were once itinerant clergy. I believe the majority of citizenry will have some need for postsecondary education and that the university will be a major resource for fulfilling that need."

It is in such the largely traditional climate that sponsored programs have developed and new prior learning programs must develop. In the light of this environment it is interesting to note the differences between the university climate when the field programs of the Wallace School of Community Service and Public Affairs started in 1967 and the present University climate when credit for prior learning is being considered. 1966-68, when the School was being planned and initiated, was the heyday of higher education. Relatively abundant federal grants and increasing student enrollment provided flexibility for new programs. The President of the University then, Arthur Flemming, was able to obtain private gifts such as that from a former alumna, Lila Acheson Wallace, to help start the new School. Now in 1975-76 the climate is one of caution, no-growth and questions of accountability. We shall look again at historical contextual factors later.

III. An Interrelated Model of Development

At any system level, from individual to nation, there is a limited amount of energy and attention available at any given time. Priorities for the use of energy and resources determine which areas grow and which recede. Usually, if the surrounding ecology is nutrient and energizing, the whole system will grow toward its potential. However, if resources are present but not perceived available or interesting, programs will not stagnate. The system is in a constant state of flow and flux of attention and energy with new experiences coming in and old products moving out. The attention of the system plays like a slow-moving spotlight on an array of possibilities for resource utilization and growth. Some opportunities are seen, developed and adapted to the institutional structure; others are not seen; some old structures sluff away with time. With each change there is a cost and benefit, though these may never be recognized. Inertia is heavy in most bureaucratic organizations, including universities, and it is much easier to question new programs, like those crediting prior learning, than old ones, like science laboratories, which have been accepted for a long time. The following analysis presents concepts and procedures useful for the development of programs and interrelates several different models or frameworks. Appendix A outlines how some of these ideas may be translated into practical discussions and exercises and provides references.

General Stage of Development: Keeping in mind an image of program development in "behavioral ecology," we are interested in first getting a general idea of the nature and content of awareness in the decision-making structure of the University. Those who have been around public schools or colleges for some time have noticed the way that old issues keep coming back or old problems once solved came up in another guise. Like individuals, larger systems go through cycles of creative expansion and consolidation; high energy alternates with rest and recuperation; and people's attention shifts from concern with effectiveness to a concern with efficiency and from social change to conservation. It is helpful to envision the developmental process as a cyclical or spiralling movement through four stages: apathy, awareness, action, and assimilation. Then the program may degenerate into routine or apathy again, only perhaps to be reawakened later for a cycle of renewal. The process is pictured in Figure III-1:

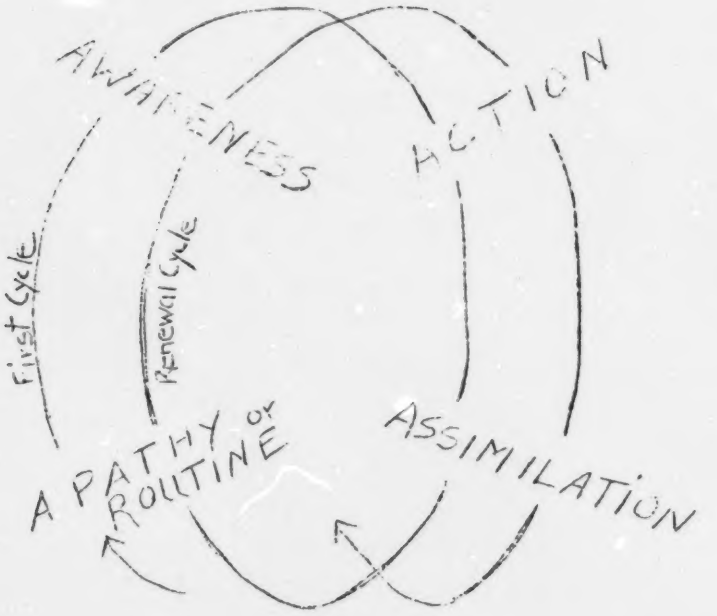

Figure III-1

The Apathy-Awareness-Action-Assimilation
Cycle in Development

The Apathy or Routine stage is characterized by either little knowledge and interest about experiential learning or by habituation stagnation, and lack of interest and awareness of need to change. The Awareness stage is characterized by clear interest and growing knowledge about experiential learning. Many aware people will be positively interested in moving toward action. Some aware people may be opposed. The Action stage is characterized by decision-making in favor of programs of experiential learning and moving out from the original group to incorporate others in the development of program. The Assimilation stage is characterized by acceptance accomodation and legitimation of the program by the organization and incorporation in its on-going processes and structure. This round completes the first cycle. The system has reached an equilibrium. As an organization moves into the second cycle, the on-going program becomes routine and "bureaucratic"; participants begin to show only casual interest. In some cases, a program may wither away completely. This may or may not be desirable. In any case, relevant issues may arise in new forms or new ideas begin to come into the organization and the second cycle begins to move toward awareness. These four stages can be identified and assessed by group procedures outlined in Appendix A. It is probably that different parts of the college or university are at different places in the cycle,

and they may be concerned with different aspects of their functions. One department may be reviewing the place of field instruction in its curriculum, while another is unconcerned with field instruction but is devoting its efforts to activating research projects; still another may be in the doldrums on all of its functions. Also, within a department individuals are at different places on the cycle.

The observation that different components within a system may be at different levels of development or evolution at any one point in time has been accepted within an organizational theory context for some time (e.g. Lippitt, 1969).

What is essential for educational reformers to have in mind is not only the cyclical developmental model outlined above, but also the functional components of an operational model of experiential learning, and the relationship of both the cyclical and functional models to the levels of analysis (on an individual - department - university - larger educational context scale).

A functional model of experiential education has been developed by Willingham and Geisinger (1976). It embraces thirteen components whose relationships to each other are shown in Figure III-2.

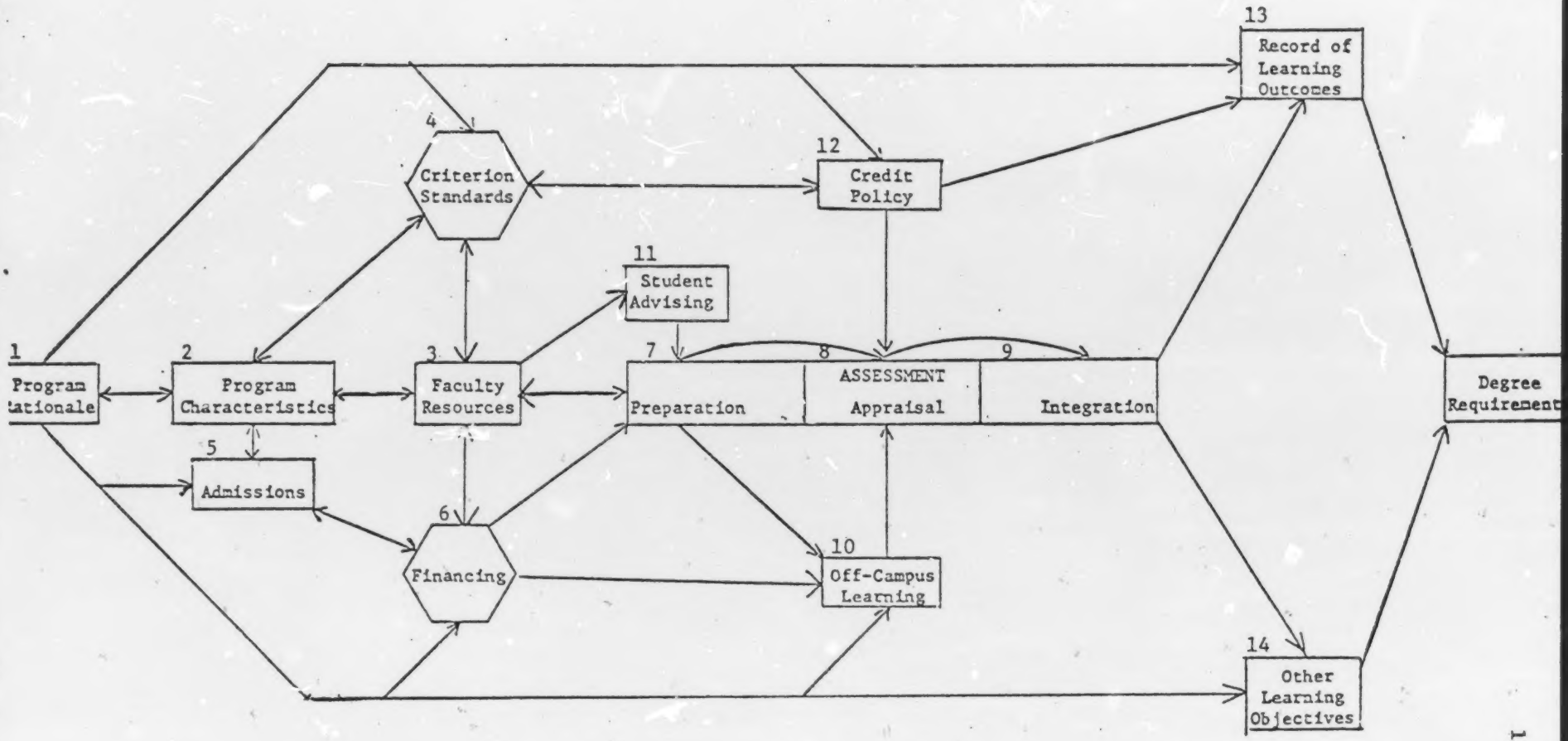

Figure III-2. Illustrative functional diagram of components in an experiential learning program from Willingham and Geisinger (1976).

In our ensuing discussion we will identify and discuss those components which seem to have been of primary importance in our program at the University of Oregon, and in a few other cases where we have some knowledge of their process of development. For the moment, however, let us consider the whole model shown in Figure III-2. Its purpose is primarily that of serving as a comprehensive idea-set against which functional activities requiring organizational manifestation can be checked. The functional activities range in a temporal/sequential framework from admitting students to graduating students, and from philosophically oriented activities (such as defining the program rationale) to the procedurally oriented activities (recording or transcripting learning outcomes). The components also have an obvious interdependent quality which, unfortunately, tends to become organizationally segmented, such as admissions, advising, off-campus learning, and transcripting.

The functional model is an aid in identifying key developmental issues. As Willingham and Geisinger suggest, six questions can be asked of each of the components in the model:

1) What are the major issues involved?
2) What policies need to be defined?
3) What documents need to be developed?
4) What procedures need to be specified?
5) What policy roles need to be clarified?
6) What administrative responsibilities need to be assigned?

An implicit assumption made by Willingham and Geisinger is that a policy decision has been made to initiate an experiential program, and the remaining task is that of implementing such a decision. We have a different assumption. In many well-established public universities, such as the University of Oregon, there is a prevailing climate that mitigates against the incorporation of innovative experiential programs on "hard money". Thus, our starting point in the developmental model is with a routinized or apathetic state of equilibrium. That being the case, the six questions posed by Willingham and Geisinger concerning each of the components take on a somewhat different character. The major issues revolve around why and how administrators and faculty should become aware of the potential of experiential learning programs; what existing policies would such programs conflict with; what new policies would have to be considered and by whom; what documents would need to be developed to aid faculty and administrators in considering experiential learning programs; what procedures (workshops, site visits to other campuses, consultants) might be considered to aid in the process of shifting from apathy to awareness, and thence from awareness to action, etc.

In short, the functional model and its six focusing questions can be considered as an agenda setting guide in attempting to move a system from one stage of a developmental model to the next. As we mentioned earlier, a system is composed of many different components. We have identified four levels of components generally found in the higher education industry. These are the inter-institutional level, the institutional (organizational) level, the departmental level, and the individual level. Each level might be seen as having its formal, informal, and contextual components. For example, at the inter-institutional level in Oregon the formal actors include each institution of higher education, the State Board of Higher Education, the Educational Coordinating Commission, the Oregon State Legislature, and the State Department of Education. Informal actors at this level include professional groups who rely upon higher education to provide education and research, individuals, and organizations external to Oregon but which have direct and indirect influence upon the shape and character of higher education (e.g. funding sources and WICHE). The contextual components include such factors as elusive (but real) as the prevailing cultural expectations of Oregonians regarding higher education (keep it practical, no frills, watch the costs) and as definitive as the changing demography of the state and the hard to shake economic problems which directly affect revenues available to higher education - through the state legislature and through tuition payments made by consumers. It also includes the locational factor of Oregon, which makes it costly to bring in outside consultants.

The institutional or organizational level means, in our case, the formal entity known as the University of Oregon, with its formal structure of administrative offices, academic units (colleges and schools) and faculty governance mechanisms. It also includes informal characteristics of this unit (e.g. the influence of the College of Liberal Arts) and contextual components [a supportive urban community in the immediate environment, a strongly competitive urban university in the major population center of the state, a skeptical rural community in the rest of the state (with stronger allegiances shown to Oregon State University)].

The departmental level is meant to embrace those formal, informal and contextual factors of the sub-unit level within the university, where sub-units are the primary units in which faculty members have programmatic identification and responsibilities. This may be a school or a department within a college, depending on local size and norms. The important consideration is that it is the primary reference point for the faculty member.

The individual level obviously refers to the specific person - administrator, faculty member, student, support staff. Individuals are members of each of the

other levels, in the formal, informal, and contextual sense. That overlapping membership is both an aid and an obstacle to the challenge of developmental change. Aggregates of individuals and units frequently add up to something different than might be expected from an understanding of the separate entities. The educational reformer therefore, needs to assess the equilibrium at all levels, in each stage of development, with reference to key functional components of an experiential learning model in order to plan, implement, and evaluate actions.

The interrelationship of these models (developmental, functional, levels) has been the focus of several articles recently, with specific reference to higher education. There is, additionally, a growing literature in the field of organizational change and development which considers these interrelationships from a dynamic change oriented focus. See Appendix A for a brief bibliography.

Given this framework, let us turn our attention to a few of the key components in the Willingham - Geisinger model as a way of illustrating the interrelatedness of the models discussed.

Program Rationale: Why should a university, such as the University of Oregon, have experiential learning programs? At what level within the university should the operational and educational responsibility for answering such a question be found? What are the forces that keep traditional universities in a state of equilibrium which is apathetic towards experiential learning? At any given place in the cycle of development there are opposing forces. Many of these can be seen as environmental forces nurturing or suppressing a potential program. Brainstorming and other group exercises can be helpful in leading to a force field analysis (Lewin, 1945: Johnson and Johnson, 1975; see Appendix A). In using force field analysis the educational reformers trying to understand program development need first to identify the ideal state and the anti-ideal or worst state in regard to the program rationale of experiential learning in which they are interested. They also need to recognize that the current state of affairs lies between the worst and the ideal and that there are forces keeping the current state where it is. These forces may exist at all four levels, as illustrated in Figure III-3 below.

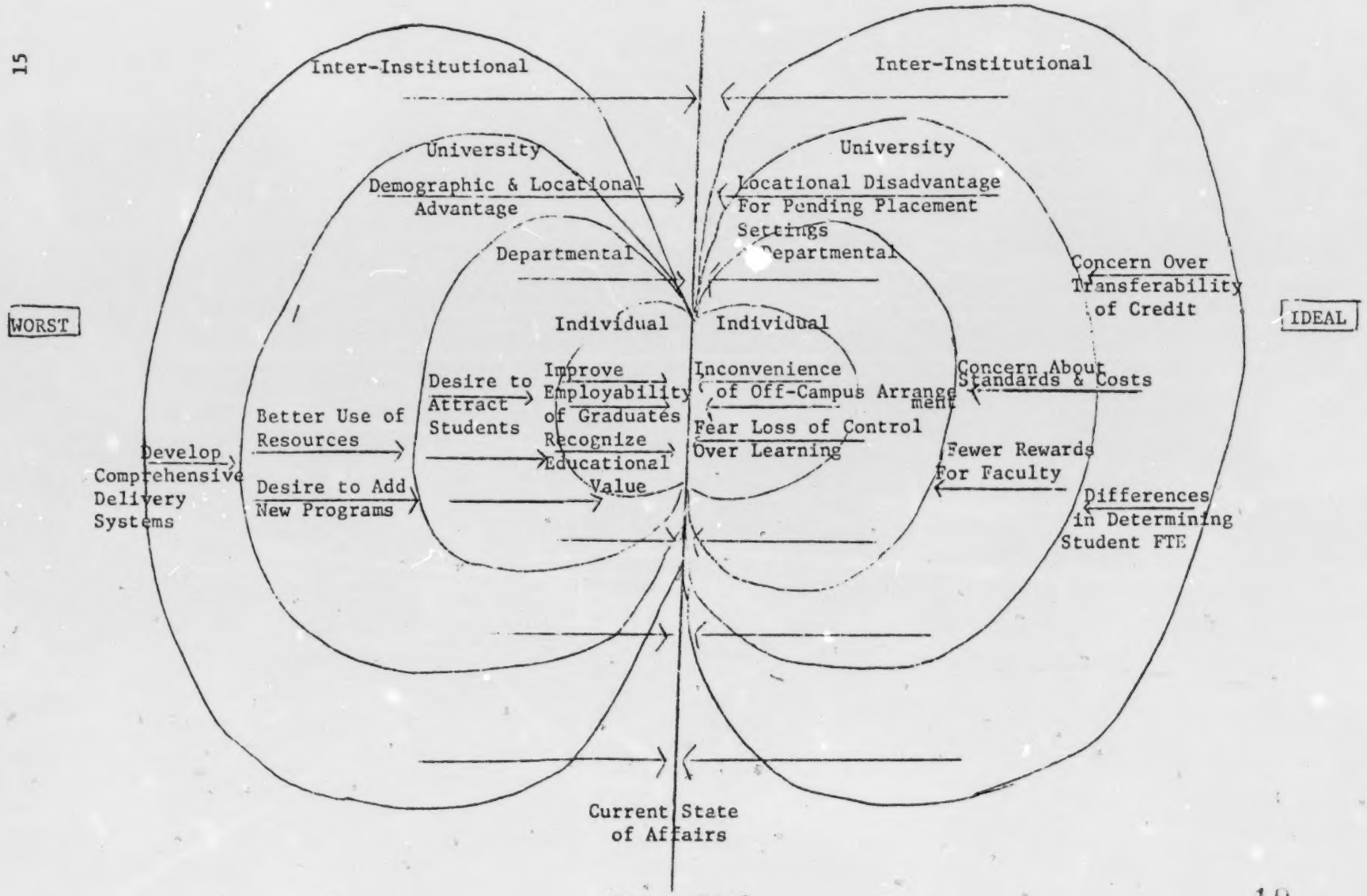
Inter-Institutional
University
Demographic & Locational Advantage
Departmental
Individual
Desire to Attract Students
Improve Employability of Graduates
Recognize Educational Value
Better Use of Resources
Develop Comprehensive Delivery Systems
Desire to Add New Programs
WORST
Current State of Affairs
Inter-Institutional
University
Locational Disadvantage For Pending Placement Settings
Departmental
Individual
Inconvenience of Off-Campus Arrangement
Fear Loss of Control Over Learning
Concern Over Transferability of Credit
Concern About Standards & Costs
Fewer Rewards For Faculty
Differences in Determining Student FTE
IDEAL

Figure III-3

In order to move from one stage of development to another (e.g. apathy to awareness), it will be necessary to strengthen the lines of force pushing toward the ideal state, or weaken the lines of force pushing toward the anti-ideal state. The strategies by which this can be done are many; the choice of strategy depends upon the resources available, the norms of issue clarification and conflict resolution, the timeframe within which one may operate, and the nature of resistance encountered. If resistance is due to a lack of knowledge about experiential learning programs, a strategy based upon information sharing may be appropriate. If resistance is due to a perceived threat to role and status, an information-based (cognitive) strategy will be a waste of time. However, affective reassurance by "significant others" from institutions where experiential learning programs have been successful without a loss of role and status may be successful strategy. Mixed types of resistance may require strategies entailing tactics such as role playing, wherein cognitive and affective issues can be explored in low-risk situations.

Implied in Figure III-3 is a linkage between forces at various levels, as well as forces from each level which bear directly on the current state of affairs. The educational reformers will need to plot out the paths of linkage in order to identify those which take precedence in problem-solving priority. For example, it is pointless to expend energy convincing departmental colleagues of the advantages in creating a new experiential learning program if the university's curriculum committee or academic standard's committee will not authorize the granting of credit through such a program, and if the acquisition of resources to implement such a program is contingent upon being able to award credit. In short, the educational reformer must do a critical path analysis of the event flow towards the ideal state and identify the force field around that path from stage to stage, from level to level, and from functional component to component.

IV. Project Objectives and Methods

The general objectives of the report were presented in the Introduction. Here we will cover the main concerns of this project at the University of Oregon in developing a deeper understanding and commitment to experiential learning and to take some specific steps toward establishing a knowledge base about standards and costs of sponsored and prior learning. The development of awareness and knowledge and the spread of a receptive climate are prerequisites for any attempt to operationalize new programs of experiential learning or to improve old ones. Thus the aims of the project at the University were as follows:

1. To raise the consciousness levels of key individuals regarding the existence of the needs of nontraditional and experiential learners.
2. To develop an understanding of the developmental processes (as in the model discussed in the last section) and the need for a comprehensive educational delivery system which includes many of the kinds of programs related to CAEL, such as assessment of prior learning.
3. To explore the assessment of costs and standards of existing sponsored programs.
4. To strengthen existing programs and make them a more valued part of an organization's delivery capability.
5. To identify alternative strategies by which new programs can be developed, taking into account how old programs have arisen in their particular contexts.

These five aims were to be pursued with four levels of organization in mind: (a) individual student and instructor level, through selected interested and key individuals within departments and schools, (b) the departmental or school level within the University in selected instances, (c) the University-wide level through centralized activities, and (c) the state educational organizational level through the Oregon State System of Higher Education, the state Educational Coordinating Commission and some selected other groups.

The methods whereby project pursued these goals were many and varied. Since the University does not have a centralized office or an official policy about experiential learning, individual schools and departments have responded in a variety of ways to emerging needs for experiential learning. As noted before, there has been very little done in crediting prior learning except for the CLEP and Course Challenge programs. In sponsored learning a number of departments and schools have developed their own unique forms. So a major part of the project was to get information on the various programs which existed on campus and to get people talking together who had never exchanged views before. In this "gathering together" of

information and interested people, the nine-month project was very useful and successful. The principal activities used in the course of the program by various systems levels were as follows:

1. Individual students and faculty members:
   a. Involvement of 13 students in writing portfolios and 9 faculty members in assessing them. Three workshops for students on portfolio development were conducted (related to the CAEL Field Research project).
   b. Involvement of more than 20 faculty members from several different departments and schools in assessment of simulated portfolios (related to the CAEL Field Research project).
   c. Development of a project for granting credit for prior learning in one of the required beginning courses in CSPA.
   d. Interviews with individual faculty members.
2. Department or school level:
   a. Analysis of operational models of sponsored learning in four programs through a two-term seminar entitled "Assessing Experiential Learning", involving 8 graduate students and faculty members.
   b. Interviews with administrators and program heads in selected departments.
   c. Planning (and ultimate submission) of a proposal for prior learning to the CSPA planning committee and Policy Council (carried out by the staff of the New Careers project in consultation with CAEL staff).
3. University-wide level:
   a. Campus wide survey by the University committee on Educational Experimentation and Instructional Innovation (EEII), of which one of the authors was chairperson. The survey of faculty members and graduate teaching assistants covered perspectives and attitudes toward educational innovation, including experiential learning. It was the first such survey on campus.
   b. Discussions with the Ad Hoc Committee on Continuing Education in their investigations of needs for life-long learning, continuing education and provisions for non-traditional learning.
   c. Discussions with chief administrators of the University, followed by copies of reports.
4. Extra-University level:
   a. Regional conference on experiential learning and competency based

education (co-sponsored by the CAEL Faculty Development project and the New Careers program in CSPA). The two-day conference was attended by 40 people from several states in the Pacific Northwest and Rocky Mountain regions.

b. Successful submission of a grant application to the Oregon Educational Coordinating Commission. This body was established by the state legislature to coordinate the planning and evaluation of educational policies from kindergarten to post-graduate levels. The grant provides for involvement of post-secondary educational policy-makers and non-traditional education consumers in a review of current operational models of non-traditional and experiential education in Oregon and the development of recommendations to address gaps in the present system. It also provides for the development of mixed media presentations of experiential learning programs.

V. Project Results: The Continuing Development of Sponsored Learning

In this section, we will examine the application of the developmental model to a major form of sponsored learning at the University of Oregon and conjecture about the forces in the historical context of its origin. We will go on to delineate the dimensions of sponsored learning and illustrate with several different programs at the University. We will report on the findings about standards in evaluation of students and about the costs of various programs.

Original Development of Sponsored Learning: The major form of sponsored learning is the regular agency placement program of the Wallace School of Community Service and Public Affairs (CSPA). When CSPA was established in 1967, the founding persons declared field instruction to be one of the major tenets of the School, with the full backing of the President at that time, Arthur Flemming, and committees which had been planning curriculum and searching for the dean (Sundberg, 1970). The level of awareness was high, and among the first appointments were people with experience in work in public and social agencies and in supervising students in the field. Within three months, the procedures for placement in agencies had been established and the first students were screened and given field assignments. On the developmental cycle, the School had moved from the awareness stage, to action, and structural assimilation within those months. The force field in those heady beginning weeks is depicted in Figure V-1:

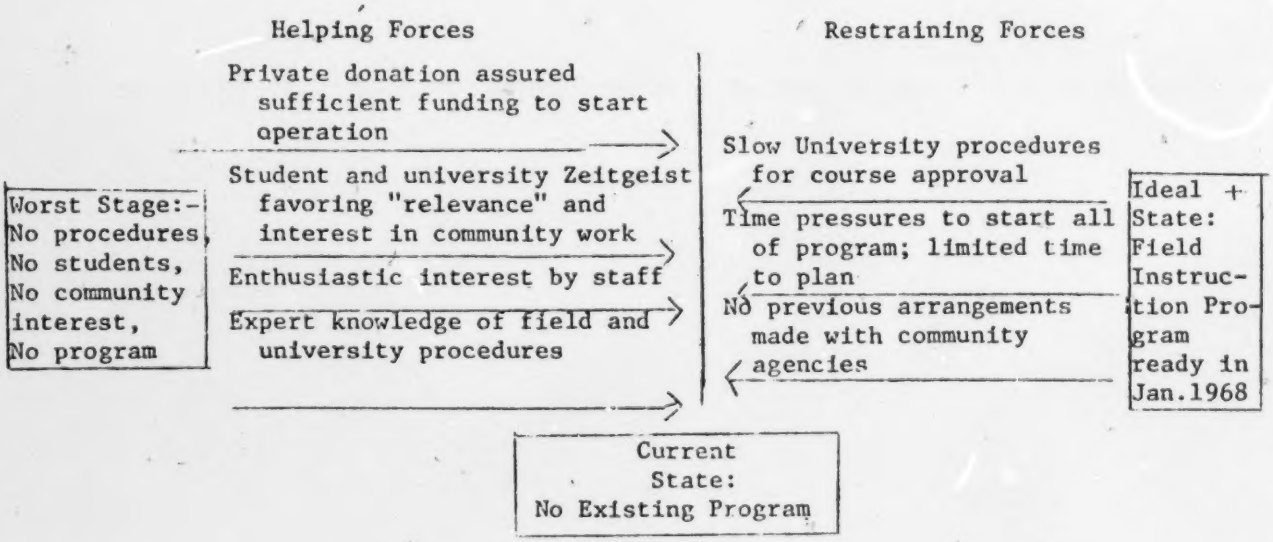
Helping Forces
Restraining Forces
Private donation assured sufficient funding to start operation
Student and university Zeitgeist favoring "relevance" and interest in community work
Enthusiastic interest by staff
Expert knowledge of field and university procedures
Slow University procedures for course approval
Time pressures to start all of program; limited time to plan
No previous arrangements made with community agencies
Worst Stage:- No procedures, No students, No community interest, No program
Ideal + State: Field Instruction Program ready in Jan. 1968
Current State: No Existing Program

Figure V-1

Force-Field for Field Instruction at the Start of the School in Fall, 1967

The positive forces working toward establishing a field instruction program easily overwhelmed the negative forces. The University Curriculum Committee granted permission to use temporary numbers for courses. We had enough staff members to contact agencies and determine interest in placements, to firm up the necessary program procedures and supervise the student placements the next term. The following steps now used for field placements are similar to those established near the beginning:

1. Student application during the term previous to placement (see Appendix B for copy of current form.)
2. Preliminary discussion between student and CSPA field instructor to clarify student interests, and knowledge.
3. Staff review of applications and available agencies, and matching of student preferences with agencies.
4. Pre-placement visit by student to agency and decision about placement. (Opportunity at this time for either side to change his/her mind.)
5. Initiation of placement.
6. On-going activities during placement, including (a) supervision and on-going evaluation by agency supervisor, (b) visitations to agency by CSPA field instructor and review of student records (logs, reports, projects) and general progress with student and supervisor, and (c) theory-practice integration seminar, conducted by field instructor with several students to facilitate "making sense" out of experience and relating readings to experiential learning.
7. Termination activities, including final reports, and final evaluations by student of self, by agency supervisor and by field instructor, and a conference among the three to discuss evaluations and unfinished business. (See Appendix B for forms of evaluation.)
8. Post-placement follow-up, including planning for further placements and improvements in the program.

The School has two major divisions. In Community Service the student takes a placement in both the junior and senior year; in Public Affairs and International Development, the student takes a placement only in the senior year. Usually the placement is full-time, and the student earns 12 credits of Practicum (CSPA 409, Supervised Field Experience) and 3 credits of Theory-Practice Integration (CSPA 411 or 412) each term, totaling 15 credits, the normal undergraduate load per quarter.

In the nearly ten years since 1967, there have been about 2000 placements in over 300 social agencies, governmental offices, and special projects and programs. The amount of contributed student time to agencies runs into hundreds of thousands

of hours. The field program has been a great success by standards such as student interest (about twice as many students apply to CSPA than can be accommodated with our present budgetary limitations), agency interest (there are always many more wanting student placements than we are able to supply), and faculty interest (despite willingness to be very self-critical, the idea of field learning is strongly upheld by all in CSPA). Field instruction has become one of the hallmarks of CSPA (Kelly, 1974), and the School has been consulted by other parts of the University (e.g. Psychology) in the development of their programs.

Present Developmental Questions: Following our concept of the continuous developmental cycle, we should be asking such questions as these: What stage is the field program (or parts of it) in now? What does it now see as ideal? What forces help movement toward that ideal and what forces act against it? Fortunately the field staff, despite periods of over-burdening, is a lively one and feels that there is much yet to be done with the CSPA regular field program. The present program can be viewed as fully accommodated to the structure and process of the School, but some see it as too routine. Others would see the program as being in the Aware stage of the renewal cycle; those people are particularly concerned with two needs of the regular field program: (1) Developing a set of core and specialized competencies for the whole School, some of which would be covered and assessed during the student's field placements, and (2) Improving theory-practice integration, particularly by developing both a core set and a specialized set of readings, which can be utilized with other instructional procedures in the seminar. A partial force field analysis regarding a competency program of this stage looks like the following Figure V-2:

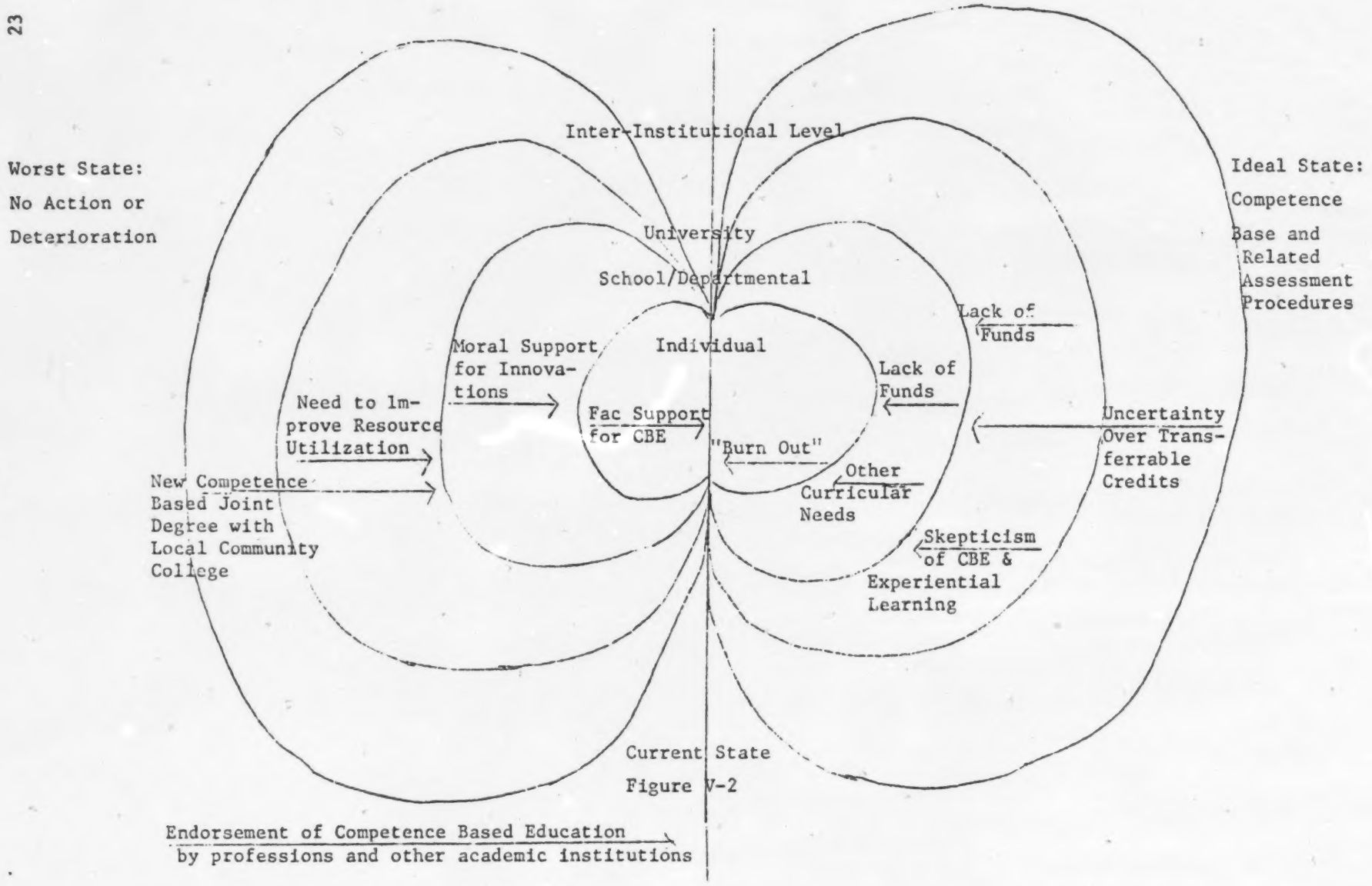
Worst State:
No Action or
Deterioration
Inter-Institutional Level
University
School/Departmental
Individual
Ideal State:
Competence
Base and
Related
Assessment
Procedures
Lack of
Funds
Moral Support
for Innova-
tions
Lack of
Funds
Need to Im-
prove Resource
Utilization
Fac Support
for CBE
Uncertainty
Over Trans-
ferrable
Credits
"Burn Out"
Other
Curricular
Needs
New Competence
Based Joint
Degree with
Local Community
College
Skepticism
of CBE &
Experiential
Learning
Current State
Endorsement of Competence Based Education
by professions and other academic institutions

Figure V-2

A similar analysis could be done for the Theory-practice integration component. Some progress toward a competency-base is under way. Regular meetings of a School-wide planning committee are spelling out core competencies this year; the CAEL research projects have started to develop some assessment techniques and one of the major faculty members, concerned with field instruction, is planning to use her sabbatical for this purpose. Two of the grant related field programs (to be mentioned soon) are on a competency basis now. Thus the almost 10 year old field program seems to be headed away from routine, toward renewal.

Variations on the Field Instruction Theme: Within the School of Community Service and Public Affairs, a large number of experiential learning programs other than nearby agency placements have spawned, including the following:

Placements at a distance, such as with the New York Urban Corps, with a congressman's office in Washington, or with a Family Planning Center in Hong Kong. In such cases, arrangements are made for a local professional person to serve as supervisor and evaluator, and theory-practice integration is handled by a special paper or by a seminar on the student's return to campus. Approximately 15% of placements are out of state.

Problem-oriented projects (as distinguished from agency oriented placements), such as the organization of ten students with a faculty member who went into a small community to develop summer recreational facilities for the very young and the very old. (Co-sponsored with VISTA.)

Field instruction center, an experiential learning unit placed off campus near the clientele and agencies with which students work; for instance, the Field Instruction Unit which brought campus and joint appointments together in projects in parent education (Co-sponsored with the Oregon State Children's Service Division.)

Program Evaluation and Development (PED), which uses a competency-based program to train seniors in evaluation and development while they are in placements for a year in a human service agency (funded by the National Institute of Mental Health.)

New Careers Program, which is a competency-based, on-the-job training program for paraprofessionals with low-incomes providing site-delivered courses leading to AA and BA degrees (also funded by NIMH). Over the last 2 1/2 years approximately 10 percent of the New Careers students' credits have come from CLEP or portfolio awards, the latter during the CAEL project.

University Year for Action (UYA), which involves students in community programs for a full year while they work toward their degrees. (Funded by ACTION; students receive VISTA-level support while in the program).

Independent study, which involves students working with faculty sponsors in developing a learning contract, usually includes projects and field experience outside the classroom, the contract and the final product being reviewed by a faculty-student panel (See Appendix B).

In addition there are a number of programs in sponsored learning in other parts of the University:

ESCAPE (Every Student Caring About Personalized Education) which is a student-initiated, student-run, and student-oriented program in volunteer field experience while earning upper-division academic credit. It is the largest field program on campus, averaging 700 students in placements per term, each student averaging four credit hours. The organization is a tiered one, with volunteers supervised by ex-volunteer coordinators earning credit, who are in turn supervised by division heads and the ESCAPE director, all of whom have had extensive volunteer experience. Placements are typically in schools with students serving as tutors or in community service. (Jointly sponsored by Education, CSPA, and the Associated Students of the University of Oregon.)

Recreation and Park Management practicum, which involves usually part-time placements of one term duration, supervised in part by experienced students. In connection with this CAEL project, a Practicum Handbook was prepared, and a graduate student from Australia who participated in the seminar has decided to do her doctoral dissertation on field-based learning to provide an operational model for her department in Australia.

Applied Psychology practicum and seminar, which includes a year long seminar on theory and research in applied social psychology (carrying 3 credits per term) and two terms of field work (carrying 3 to 6 credits per term) resulting in an organizational analysis of an agency or industry. Students are supervised by faculty members and serve as consultants and observers more than full participants in the organization. There are about 12 undergraduate participants each year.

In other parts of the University there are some other field instruction programs, notably in teacher education, but these will not be covered in this report.

The examples just given and others suggest that sponsored learning projects vary on several significant dimensions. The major dimensions of curricular or content concern are as follows:

(a) Agency placement-oriented vs. problem-orientation. The one emphasizes professional role learning in professional settings. The other emphasizes the study and intervention in human problems, such as development of recreational facilities for the elderly or organizational information flow.

(b) Specific and heavy emphasis on theory-practice integration vs. little direct concern with relating work experience to concepts and research. Some programs (not those mentioned) simply place students in work situations for six months, sometimes at a distance, without any direct connection with the college or university.

(c) Heavy requirements for record keeping (e.g. logs) and reports (term papers, projects) vs. light requirements.

(d) Part time (concurrent placement) vs. full-time (block placement)

(e) Short (3 months or less) to long (9 to 12 months) placements, usually related to another variable, amount of credit.

(f) Amount of credit given, usually related to length of placement, but may involve in certain programs required internships with no credit at all, as in medicine or clinical psychology. The internships.

(g) Pay for field placements. Some programs will not give credit if a student is being paid by the agency; some field programs arrange for living subsistence and transportation costs.

(h) Roles of principle people involved, e.g., student as observer or full participants in the experiential situation, presence of an active agency supervisor or none at all, and frequent and active consultation from the university field instructor or very little.

Such dimensions of difference often served as foci of discussion in groups planning field programs.

Criteria and Standards used in evaluating students: Through the special seminar on Assessing Experiential Learning and through interviews, we inquired into practices concerning the evaluation of students. Assessment of students can be broken down into two parts: the gathering of information on which to base assessments and the processes of decision-making on student performance. We will mainly confine ourselves here to the regular CSPA field placement program, illustrating occasionally from other programs.

Typically the field instructor requests that that student keep a log or journal of his/her experiences in placement. Usually this is not to be a rigid daily diary, but procedure for making several entries a week about important observations, problems, peak experiences, or insights. When University field instructors visit the agency, they look over the logs with the student and discuss their experiences. Sometimes they are discussed in Theory-Practice Integration seminar. The other major documentation of field experience is a report, either in conjunction with an agency project or as a special paper for the Theory-Practice Integration seminar.

The philosophy of student evaluation is that it should be on-going, by all concerned. The agency supervisor should be meeting regularly with the student, keeping in mind the criteria of evaluation listed below. The university field instructor should also use these. The final evaluation involves the student checking the list for himself or herself, and the supervisor and instructor doing the same. A joint conference of the three clarifies meanings and gives illustrations. The student characteristics which are rated range over ability to relate to clients, making good use of time, and understanding social issues related to agency work. Appendix B shows the complete form used with Community Service placements. These ratings are, of course, subjective, and must be interpreted relative to the norms of the raters, which in some cases rest on considerable experience. The rating form is used not just as a cut and dried assessment tool, but more as an opportunity to initiate discussion among the three raters. The final grades in sponsored learning are on a pass-no pass basis. It is extremely rare that a student receives a "No pass." There are, however, a number of instances in which students are counseled into changing placements or to withdraw from the field instruction course. On rare occasions, a student is given a "professional review" with a small group of faculty members; the outcome of such a review is that the student is advised to try other areas of study where professional conduct is less of a problem. The few instances in which this extreme action has been taken have had to do with persistent lack of responsibility or personal disturbances.

The other forms of field instruction at the University vary in the documentation required but all of them are quite subjective in the final evaluation. For forms used in some other programs see Appendix B.

Costs of field instruction: Our inquiry into costs was carried out through the seminar. As a first rough attempt, we asked the participants to collect data on their programs about the number of student credit hours in field instruction granted over the last year (or term) and the total amount of faculty salaries devoted to the field program. The results of this study vary widely; from highest to lowest they are as follows: Program Evaluation and Development (approximately $100 per credit hour), New Careers ($50), Field Instruction Unit ($45), the regular Community Service field placements ($22), the Public Affairs and International Development placements ($17), and the Independent Studies program ($7-$10). The ESCAPE program would be very low, but figures are not available. It is interesting to note that the highest costs are from programs which are experimental and supported by outside grants. These costs will pose problems when the programs go on "hard money". The two regular field placement program costs ($17-$22) are not far from the overall average cost of student credit hours in faculty salaries at the

University of Oregon, which is approximately $27. It can also be argued that field programs do not require most of the overhead that regular classroom courses do, since they do use university buildings and service personnel very little. Since salaries and number of students will vary each year, study of costs over a longer period of time is needed. These figures are very rough estimates.

Early in the development of CSPA, studies were made to determine the number of students to be covered by any one field instructor. Standards used in other programs, especially in social work, were consulted, and experience with different numbers placed in different places lead to the conclusions. The final figure was that a full-time University field instructor, teaching a Theory-Practice Integration seminar and visiting nearby students three or four times a term, could cover fifteen students located in several different agencies. This standard of 15 students per field instructor, in combination with the 15 credits the student obtains in block placements, produces 225 student credit hours per term. This figure is somewhat lower than the average student credit hour production per instructor at the University, namely about 300 in the junior and senior year. This figure is increased by the large lecture classes, of course.

While we are talking about personnel, we might mention some policies of CSPA relating to standards for field instructors. One policy is to recruit and hire only people who have held active positions in relevant agencies or offices; faculty members have practical experience. In addition we regularly supplement our field staff with adjunct appointments from agencies which have field programs. Another policy is that every member of the faculty must be involved every few years in field instruction work. This policy ties regular classroom teaching to on-going practice in the field, as does another policy, namely that every field instructor must teach at least one regular class per year. Furthermore, CSPA has arranged for special job descriptions at the time of appointment of some field instructors, whereby they are judged for promotion and tenure with less emphasis on research and publications and more on other kinds of professional growth and scholarliness, and on high quality of their kind of teaching and their relations with the community.

When mentioning costs, one also should think of the benefits of a field program. In follow-up studies of CSPA graduates (Owens, 1973) and in many private conversations, ex-students say the part of the University study which had most impact and value for them is field experience. Many students also report that their subsequent jobs grew out of the favorable contacts and useful skills they developed in their field placements. Increasingly we are finding CSPA graduates in the

governmental units and social agencies in which students have placements. Beyond the regular field placement programs, there are also some kinds of special benefits. For instance, a recent graduate in the Independent Studies program stated that he would not have stayed in the University if he had not had the freedom to explore and construct his own education that he had in Independent Studies.

Recommendations regarding sponsored learning: On the basis of our CAEL project, we would summarize our recommendations for further development at the University of Oregon as follows:

1. In CSPA, continued exploration of ways to provide a competency base for field instruction.
2. Further refinement of individual assessment techniques, especially those measuring interpersonal competence initiated in CAEL research (Fehnel et al, 1975)
3. In CSPA, projects focusing on developing reading materials and instructional exercises providing theory-practice integration.
4. The continued and expanded use of seminars, consultation, workshops, and other means of improving the awareness and developing capabilities of different departments to conduct sponsored learning.
5. Establishment of a center for experiential learning to coordinate community placements and regional field activities, train faculty in developing programs, and carry out research on assessment and the relation of classroom and field learning.
6. The seeking of more interchange with other institutions in the renewed development of sponsored learning.

VI. Project Results: Consciousness Raising and Beginning Actions in the Crediting of Prior Learning

The previous section showed sponsored experiential learning to be in a healthy state with a stirrings toward some creative developments. The picture with regard to the crediting of prior experiential learning is much different. Even those who readily accept sponsored learning do not always see the relationship of that kind of assessment and crediting to prior learning. However, it can be argued that the interior of learning, and of earning college credit, should be demonstrated competence in whatever topic the learning experience concerns (assuming the topic and level of learning fall within the bounds of college level performance). Thus, if one reads twenty volumes in the history of the Spanish civil war, reflects on that reading, and demonstrates knowledge of that subject as proficiently as someone who has attained a given level taking courses in it, why shouldn't the former person receive academic credit for that learning? Similarly, if one can demonstrate knowledge of the law, through passage of the bar examination, without having studied law in school, why shouldn't that person be able to receive academic credit for learning obtained elsewhere? If educational institutions, such as the University of Oregon, grant credit for learning through experience in sponsored activities, such as field placements or internships, why shouldn't it grant credit for learning that occured without having been planned and supervised by an agent of the university?

In recent years, a large number of colleges and universities, aided by CAEL, are moving toward policies and procedures for evaluating prior learning and accrediting it when justified.[2] The specific rationale of their programs vary, but several central themes are generally found: (1) there is recognition that increasing numbers of "new learners" come to higher education having already had significant learning experiences; (2) credit for prior learning can substantially cut the time and/or cost of higher education to the consumer; (3) reducing the cost of education (to the consumer) can result in attracting new learners to higher education, which may offset the declining enrollment of traditional learners. Declining enrollment probably accounts for the major incentive to innovate in the area of prior learning. The reality of declining enrollment has been demonstrated in numerous studies on the national level (Cross and Valley, 1974; Leslie & Miller, 1974). It has also been demonstrated at the University of Oregon, where a pattern

[2]Evidence of such movement can be seen in the growth of literature on the subject. The following are examples of that literature growth: Houle, 1973; Keetun, 1976; Knapp and Sharon, 1974; Knapp, 1975; Meyer, 1975; Sharon, 1976; Trivett, 1975; Warren, 1973; Carnegie Quarterly, 1975; Ford Foundation, 1976.

of declining enrollment among traditional students is becoming clear. It has been estimated that the University may lose between $1.5 and $3 million during the next two years as a result of this decline. Nevertheless, the climate towards credit for prior learning can still be expressed as being apathetic at the UO.

Prior learning programs consist of two major kinds of procedures: Credit by examination and credit by portfolio. At the University of Oregon, credit by examination has been installed in central services to some extent. As mentioned before, the Career Planning and Placement Office has administered the CLEP examinations for a number of years, and a process of obtaining credit through Course Challenge is available through the Advising Office of the College of Liberal Arts. Though rather little used, as yet, these programs have been gaining ground. Starting with 57 students taking 99 tests in 1972, the CLEP program saw 283 students taking 425 tests in 1976. In 1975-76, the third year of credit by examination (course challenge), 257 students completed examinations earning 770 course credits. Some faculty members feel that CLEP and other paper and pencil tests are inappropriate for some students, given their cultural background, or the content of their work-related learnings. Credit by portfolio was practically unheard of before the CAEL project began. Early in the project we decided to concentrate on portfolios and set our goals only on raising the consciousness of some key people and trying out procedures enough to demonstrate how the process works. We also developed plans for surveying attitudes of the faculty on campus and disseminating information and developing ground work for granting credit for prior learning in other places. These limited goals were reached during the course of the project.

The Developmental Status of Prior Learning (Assessment by Portfolio): Applying our developmental model, the consensus is that the University of Oregon was at the apathy stage before the project began, and is now at the awareness stage with some people and somewhat into the action stage with others. It seems likely that the assimilation stage will arrive in CSPA in a few months, but will not come to this traditional university as a whole for a few years. The major forces pro and con are depicted in Figure VI-1.

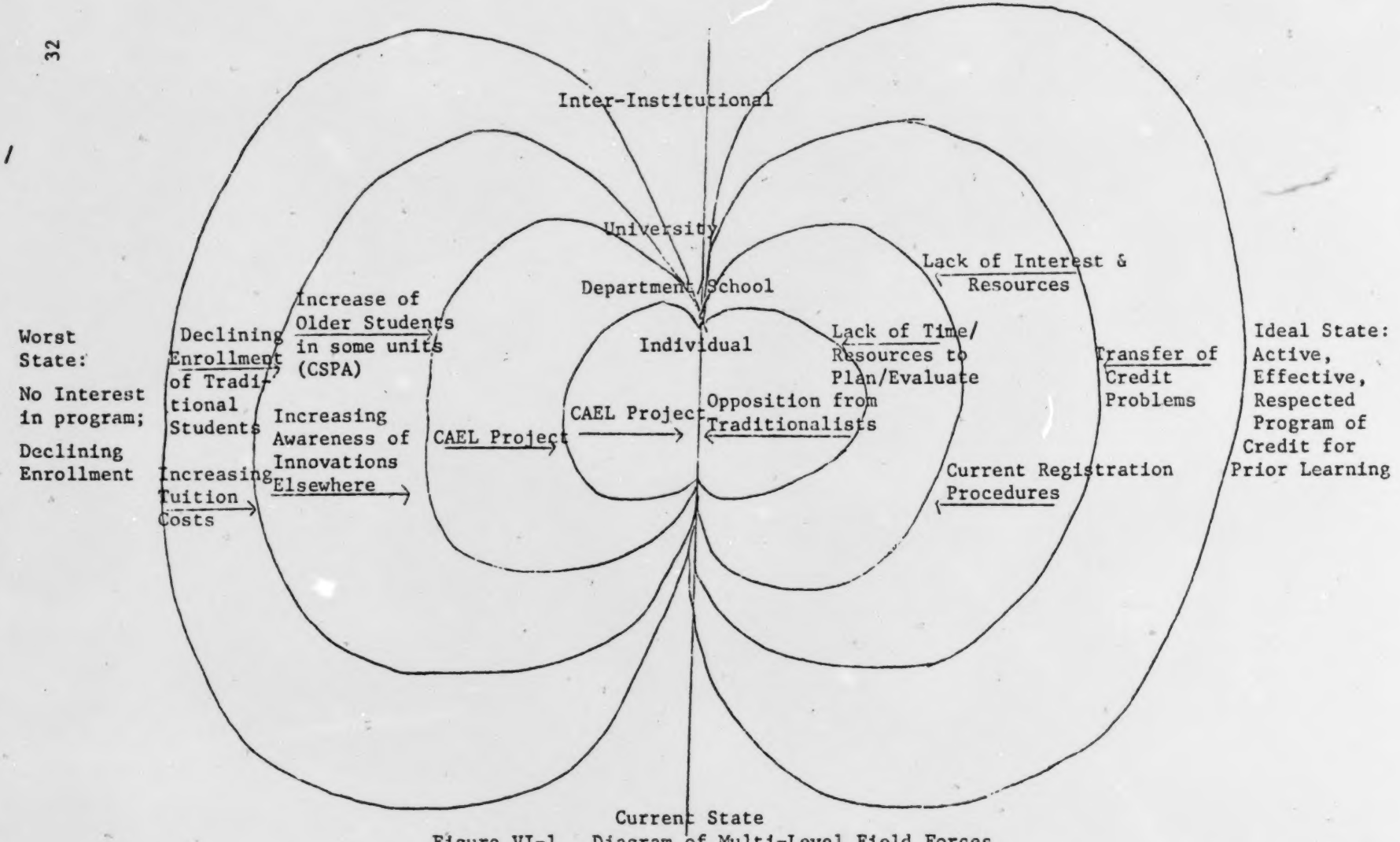

Figure VI-1. Diagram of Multi-Level Field Forces on Credit for Prior Learning

The picture at the beginning of prior learning is much different from that at the beginning of sponsored learning in CSPA. Field instruction in 1967 could use accepted precedents from relevant professions, such as social work and public administration, and the academic climate was an expansive one, whereas now there is great concern for costs and accountability. A significant influence in 1967 too, was the availability of a gift which covered a larger percentage of the operating expenses of the new School for five years. Now, another problem is that many faculty members at the University of Oregon do not really understand what the assessment of prior learning entails, why and where it is being done, or what effect a program of this sort might have on their department or college. There is little perceived necessity for this relatively new invention in the academic marketplace and the necessity for departing from previously successful patterns is not yet apparent.

Training and Tryout Activities in Portfolio Assessment: One thing that seemed important to do was to acquaint a number of influential and receptive faculty members with the new procedure of portfolio development and assessment. We made use of the CAEL Field Research project to organize two workshops for twenty-four faculty members from several parts of the University, including Education, Business, Liberal Arts, and CSPA, in evaluating simulated portfolios. Preceeding the evaluation we had a training session with the faculty members on the rationale of credit by portfolio, the procedures for developing a portfolio, and the general standards. A follow-up evaluation survey of the participants showed that all of them were willing to grant credit by portfolio and were favorable to further work along those lines.

Another activity was a pilot portfolio assessment project in CSPA. Twenty students participated in three workshops using CAEL Working Papers 6 and 7. These portfolios covered learning experiences related to the students' career goals for which they had not previously received academic credit. Thirteen students finished their portfolios and submitted them for review. Nine faculty members constituted the review panel. As part of that activity they underwent a short training session on portfolio assessment. Each portfolio was read independently by three faculty members who recorded their credit awards and criteria for assessing and commented on the documentation provided. Where substantial differences in credit awards emerged, a Delphi technique was used in an attempt to close the range. This amounted to providing each rater with the rating sheets and comments of other raters in order to provide a basis for understanding their judgment without having to set up a series of meetings. This action had mixed results. In some cases the range was narrowed to a point where all raters felt comfortable with the outcome.

In other cases, the raters did not change their original credit awards, and the credit awarded was an average of the raters' credit awards. Our impression was that a face-to-face discussion would have been more effective than this form of the Delphi technique.

The outcomes of these activities were several. All faculty members involved believed that portfolio assessment is a viable means for evaluating prior learning and should be a part of CSPA's educational program.

One of the CSPA faculty members independently developed a procedure for granting portfolio credit for a course which is required of all entering CSPA majors. A copy of the instructions for students wishing to use this procedure is to be found in Appendix C. The prospective applicant studies the course description and expected competencies which emphasizes interpersonal skills and knowledge, such as interviewing and group analysis. S/he writes a general rationale, lists relevant hitherto non-credited learning experiences and documents these with reports, letters, and other materials. This procedure illustrates how an individual professor can make a course s/he controls available for credit by portfolio, even in the absence of a departmental or university procedure for using that system. The same procedure can, of course, be applied by instructors more flexibly to open-ended courses, such as Reading and Conference.

Plans are now under way to develop a CSPA general policy on credit by portfolio. The New Careers staff members have followed up on the CAEL workshops and are submitting a request for such a procedure. A special course number is also being requested to grant credit in instances where the experiential learning does not fit a particular course. We anticipate that action will occur establishing general policies for Credit by Portfolio in CSPA in the academic year 1976-77.

Criterion standards: Portfolio assessment brings up a vexing question to many faculty members: How can we have faith in the quality of the credits being given by different judges? Many feel that "cheap" credits are likely to be granted. (General CAEL experience, however, suggests that most colleges and universities are so concerned that they are likely to bend over backwards and require more evidence of effort and learning outcomes than would be required from regular courses.) To guard against the cheap credit, which would not be to the advantage of either the school or the student, there are three particularly important actions which we took:

1. Training of assessors in portfolio assessment. Assessors need to understand the rationale and procedures of portfolio usage. Simulated portfolios and subsequent discussion can serve to help faculty members examine standards they are using and come to common understandings. In our experience it is best to hold face-to-face discussions in initial stages of

development rather than to exchange rating sheets only. Neophyte judges are helped by thinking in terms of regular classes with which they are familiar and matching requirements and performances. The six criteria of CAEL (Working Paper No. 6, p. 26, edited by Knapp, 1975) are useful in discussions: The prior learning outcome should (1) lend itself to measurement and evaluation, (2) be at the level of undergraduate achievement as defined by the institution, (3) be applicable outside the specific job or context in which it was learned, (4) have a knowledge base, (5) imply a conceptual as well as practical grasp of the knowledge base, and (6) show some relationship to degree goals and/or a lifelong learning goal.

2. Careful selection of portfolio assessors. Judges should be knowledgeable and experienced in the area of portfolio content. In a University, a sizable proportion of the judges should be known and respected in the university community as shown by tenure or some other evidence. However other judges, some even from the community, might be used in special cases. (See Whitaker, 1976, for discussion of selection of judges.) If possible, it is desirable to have several judges review the same case, at least part of the time, and for judges to meet together to check each other out, occasionally. A review panel may go over randomly selected cases or particularly troublesome ones. The purposes are not only to obtain great reliability and credibility for the particular case, but also to establish a quality control mechanism.
3. Attempts to develop respected administrative procedures. The college or university must develop, through widespread faculty knowledge, what the legitimate portfolio procedures are. In order for the portfolio assessment to be seen as having quality, the administration of the program must be as respected as the judges themselves. The granting of credit is ultimately subjective, as it is with any classroom course, and it will engender trust only in so far as the faculty judges and the procedures are deemed trustworthy.

Costs: In the present project we were not able to carry out realistic cost estimates of prior learning assessment. With faculty members doing these judgments for the first time, the resulting costs would not be appropriate. At the present time it seems best to take the estimates from programs in similar universities or colleges. For example, Memphis State University (Ranta, 1976) covers costs by charging a $15 application fee and a $25 contract/advising fee. In general, most

colleges and universities which assess prior learning charge a fee for credit earned which is substantially less than the tuition paid for traditionally earned credit. This lower charge seems to reflect lower costs, with the savings passed on to the consumer as an incentive for enrollment.

State resources, student fees, or other funding must cover faculty time and support services so that prior learning programs are not a burden to the University; otherwise they will not be accepted. Another source of revenue, which has aided a number of universities, is group or organizational contracts to prepare portfolios or other prior experience assessments for employers who might enter university programs. Because of the limited number of large industries in the vicinity of Eugene, such contracts are likely to be limited.

Conferences held and planned: In June, 1976, a two-day conference entitled "Competency Based Education and Experiential Learning" was held in Eugene. A copy of the program can be seen in Appendix C. A major emphasis was put on developmental issues and on understanding institutional needs and constraints. The conference was sponsored by CSPA's New Careers and CAEL projects and was directed toward individuals who are responsible for the development and evaluation of competence-based education and training programs and experiential learning programs in selected secondary, post-secondary, and human service agencies in Oregon. The purpose of the conference, which brought 40 people together, was to establish for the first time links in the educational-work setting chain where similarities in conceptual and philosophical approaches to education, training, and assessment exist. One of the outcomes was initiation of commitment to establish a network of communication in Oregon and Washington of those working on competency-based education and experiential learning.

Other conferences are planned. Some will be in conjunction with the CAEL Faculty Development project and others in conjunction with the grant obtained from the Oregon Educational Coordinating Commission. These conferences, which were facilitated by the Operational Models program, are important developmental outcomes at the extra-university level.

Surveys: As mentioned earlier, the University Committee on Educational Experimentation, Innovation and Improvement conducted a survey related to the Operational Models project. This was seen both as a way of gathering data about the perceived needs on campus and of building up an awareness of experiential learning. Responses were received from approximately 200 faculty members and graduate teaching fellows (unfortunately, at a return rate of only about 15%), the numbers varying somewhat according to the questions. About half were in Liberal

Arts and half in the professional schools. The survey was wider than the issues of sponsored or prior learning assessment. Here only a few items of most relevance will be presented.

One question inquired if the present emphasis on experiential learning was adequate. The responses are shown in Figure VI-2.

	Ought to be more	Present Emphasis okay	Ought to be less
College of Liberal Arts (N=69)	45%	33%	22%
Professional Schools (N=71)	65%	25%	10%

Figure VI-2. Responses to Questions about Present Emphasis on Experiential Learning

Another item was concerned with the emphasis on off-campus education (including practica and courses offered off-campus). The responses are shown in Figure VI-3.

	Ought to be more	Present Emphasis okay	Ought to be less
College of Liberal Arts (N=76)	54%	35%	11%
Professional Schools (N=80)	69%	29%	2%

Figure VI-3. Responses to Questions about Off-campus Education

The respondents also indicated that there needs to be more curricular and program changes specifically oriented toward the older, experienced student. A general question about the status of educational innovation at Oregon revealed that a majority in both Liberal Arts and Professional schools felt that it was now given low importance, but that it should be given high or extremely high importance. The diagnosis for most of the University is a state of apathy and unawareness.

Recommendations for further development of prior learning programs at the University of Oregon: On the basis of our learning experiences during this project, we recommend the following steps:

1. Departmental and school encouragement for continued development of credit by portfolio efforts by individual faculty members and by programs. More experience with the procedures and more experimentation will be helpful. In CSPA, it is likely that procedures can soon be worked out through initiative generated by CAEL activites.

2. Follow-up communication and mutual support among faculty members already involved in prior learning assessment through CAEL, including use of workshops, faculty newsletters, and publicity for CAEL publications available in the Library.
3. Establishment of open numbered courses entitled "Prior Learning", and inclusion of a short individualized description on the transcript.
4. Coordination and strengthening of existing offices for credit by examination, course challenge, and life-long learning advising with credit by portfolio. Continued training with such personnel in portfolio work. These, along with representatives from sponsored learning programs, could form the core of a central office for experiential learning.
5. Last and most important, the appointment by the University president of a Vice-President for Continuing Education and Experiential Learning, charged with reviewing needs, costs, procedures, and standards in both sponsored and prior learning and implementing a coordinated educational program for the University directed towards "new learners". This person should have sufficient staff support to make studies of the potentials for regional usage of prior programs and provisions to cover costs, and to develop and implement activities aimed at keeping awareness, action, and assimilation from becoming apathetic.

VII. Conclusions and Implications for Other Academic Institutions

Repeatedly in this project we have recognized the importance of context and of systems thinking as primary elements in an operational model of development. The introduction of change into any complex system is inherently difficult. The systemic nature of higher education defines a multiplicity of functions: to discover and promulgate new knowledge to a wide range of individuals whose needs vary from satisfying casual curiosity to obtaining highly technical professional preparation; to serve as a quality control mechanism for learning in society, ascertaining and certifying that individuals do indeed possess certain kinds and levels of knowledge and ability; and to provide a catalytic stimulation for the review and exploration of policies intended to improve the quality of life in society. These functions and others require a multiplicity of actors involving many diverse and frequently competing structures. Legislative committees, boards of education, classroom instructors--all are involved in varying degrees as structural entities in the creation and implementation of policy which affects nontraditional learners and those seeking credit for experiential learning.

Given the real and perceived interdependence of roles and structural elements, change in the function or behavior of one role creates tension which ripples through all other roles and structures. Thus, to change the institutionalized role of the classroom instructor from the center of knowledge, authority and attention, as is implied in experiential learning, is to introduce a need for change in institutional roles which will have repercussions throughout the educational system. To the extent that the entire system of norms and roles has been institutionalized, each level of the four covered in this report acts as a self-reinforcing mechanism of its own behavior and becomes a part of the environment which has predictable, behavior-limiting and behavior-rewarding influences on each other level.

Consequently, the strategy for change must be comprehensive and have a high degree of patience. It needs to be based on knowledgable assesment of authority and behavioral links in the system. It needs to have a plan for removing obstacles and introducing change at each level and monitoring the tensions such action produces. It should have a plan for limiting the tension buildup, and converting the energy created by such a buildup into a positive force. It must also be comprehensive in the sense of having a tactical contingency for each type of change-resistant behavior. That is, some change will not occur until a rational process of problem solving has occurred, within which the availability of new knowledge is essential. In other instances, the introduction of new knowledge will have no impact because the type of change resistance will evolve from an ego need rather than an information need. In that case a different response is needed. In all cases, recognition of the

need for change should be internalized by key members of dominant structures if the tension created is to be a change sustaining force. This project has identified some of the strategies and tactics for instititutional development toward improved experiential learning. It has exemplified a number of actions that can be taken toward that end.

As we have seen in this report, the Oregon experience has been quite extensive in sponsored programs, at least in CSPA, but quite recent and limited in the crediting of prior learning. Yet even older programs need development and renewal. The cyclical shift between creative improvement and routine or decline goes on. The CAEL Operational Models project has helped us define and understand our situation better and has moved us significantly toward the goals outlined at the start of this report. The major impacts promising continued development have been toward relating sponsored learning to a competence base in CSPA and toward developing a cadre of faculty members and outside organizations interested and somewhat skilled in assessing prior learning. Although development of prior learning will not come overnight, a core of reform within a large traditional university can demonstrate values and try out procedures and with persistance can affect the whole institution.

What usefulness might this report have for others? Every college or university is different; yet there are enough commonalities so that we can learn from each other. Innovation in education, as in other endeavors, is seldom original, but consists in the conjunction of two or more ideas that have existed before or in applying an idea to a new context. In most instances innovations are trasferred from one locale to another, with local adaptations being grafted on along the way. Probably a considerable number of colleges and universities are in developmental stages similar to the University of Oregon, and nearly all are feeling the pressures of these times of declining enrollments, cost-consciousness by the trustees and public, and the shifting nature of the potential student body. In summary of this report, the following suggestions seem to apply to most universities:

1. Study where the college or university or a selected unit within the university stands on the cycle of Apathy-Awareness-Action-Assimilation, and identify the desired state and the forces moving toward and against it. Apply this analysis to established programs as well as to new program possibilities. For new programs it is especially important to understand what is necessary in the environment to achieve acceptance and legitimization.

2. For developmental steps to be taken, most programs will require the building of awareness of possibilities and the generation of knowledge and skills in selected opinion leaders. Such activities as the following are likely to be helpful: Training programs and workshops in faculty development such as those being promoted by CAEL, surveys of student needs and faculty attitudes and perception of needs and discussions

with selected leaders.

3. Develop continuing support and communication networks within the university and region through conferences, newsletters, common work on projects and grant applications. Find "friends" of the idea on campus. Any new development is a lonely process at the start and friends can help. Pay attention to continuing group maintenance needs, rewards for persistence and new ideas, and student support.

4. Develop standards and respect for standards by clear procedures for assessment, selection of judges and advisors who are experienced and respected on campus, and a responsible and respected administration.

5. Analyze costs of programs and make sure that they are defrayed according to local expectations. In analyzing costs, one also has to look at the other side of the ledger--at the benefits. Good will, student satisfaction and growth in self-understanding, increased enrollments, and more competent graduates can result from experiential learning programs.

Kenneth Boulding (1973, p.21) has written about the problems of the future in a way that can be analogously applied to our concern for the development of experiential learning in academic institutions:

> The dangers and difficulties of the present time are very great. Nevertheless, the only unforgivable sin is despair, for that will justify itself. Man is very far from having exhausted the potential of his extraordinary nervous system. The troubles of the 20th century are not unlike those of adolescence--rapid growth beyond the ability of organizations to manage, uncontrollable emotion and a desperate search for identity. Out of adolescence, however, comes maturity in which rapid physical growth with all its attendant difficulties comes to an end, but in which growth continues in knowledge, in spirit, in community, and in love; it is to this that we look forward as a human race. This goal, once seen with our eyes, will draw our faltering feet towards it.

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APPENDIX A

1. General references: Those wishing to use organizational development methods, as applied to the development of sponsored and prior learning programs, are referred to such books as Bergquist and Phillips (1975), the CAEL Faculty Development materials (Knapp, 1976), and Johnson and Johnson (1975). The CAEL materials are particularly relevant to developing assessment of such learning. The other books are more general but are related to program development; the exercises would have to be adapted to the special needs of the institution.

2. Group Session on establishing stages:

   a. Explain the cyclical model: Apathy (Routine)-Awareness-Action-Assimilation.

   b. Ask group to identify several major components of the program under consideration (e.g. course challenge, field instruction).

   c. For each component, ask individuals to answer first by themselves a set of items like the following regarding their unit of the university or college:

      (1) Where would you locate yourself on the spiral? (One might use numbers from 0 (apathy), 1 (half way to awareness), 2 (awareness) and so on to 7 (half way between assimilation and routine), and 8 (routine).
      (2) Where would you locate the unit you are in?

      (3) Where would you locate faculty colleagues?

      (4) Where would you locate administrators?

   d. Alternatively one can construct a set of sentence completions, such as "Regarding giving credit for prior learning, I fear---" or "I believe---"

   e. After individuals have answered for themselves, they can be asked to share with their neighbors and to clarify differences in responses.

   f. Using this and other ways and general discussion, the goal is to arrive at a description of where the program, or the component of the program is in development. In the STP (Situation-Target-Planning) model (Bergquist and Phillips, 1975) this is the description of the situation. It aims not only to get knowledges out in the open, but perceptions and feeling about programs. Throughout this process it is often helpful to put brief statements or terms on the blackboard or on newsprint taped to the walls so that all can see.

3. Goal and Rationale Clarification: The above references can be of assistance in developing exercises. A needs survey of the group or campus can be conducted. In general discussion, the group can define the target or ideal state of affairs for the campus. Defining the opposite of the goal (the worst situation) is sometimes useful in clarifying both the present and potential state.

4. Force Field analysis: After identifying the current stage and situation and the target, the group can discuss the forces moving for and against the development of the program, using discussion or brainstorming first and then prioritizing the elements concerning which some movement might be accomplished. It is particularly useful to look toward minimizing negative forces.

5. Proposal or plan: Finally the group may consider the means or strategy to implement the program, the various alternatives for moving from the present situation to the target. Proposals can also be brainstormed without judgment first, but later judged on the basis of their compatibility with the feasibility, costs and benefits. In the process of this kind of exercise, conflict may arise in describing the situation, in determining the goals, in understanding the forces or influences, and in determining the means for action. The breaking down of the process into its various components, however, tends to help each member in the group examine his or her beliefs and perceptions somewhat objectively.

APPENDIX B

Forms Used in Sponsored Learning or Field Instruction

1. Student Application for Supervised Field Study in Community Service
2. Agency Evaluation of Student Field Experience
3. Description of the Responsibilities and Tasks of the Independent Studies Sponsor
4. Sponsor Evaluation of Independent Studies Student

(Note: More complete descriptions of the various CSPA field programs and their assessment techniques can be obtained by writing to the authors of this report.)

Appendix B-1

School of Community Service
and Public Affairs
University of Oregon

Date_____
(Submit in duplicate to CSPA
Field Secretary, 103 Hendricks)

COMMUNITY SERVICE MAJORS
Application for Supervised Field Study
(To Be Made for Each Placement Request)

Field placement is a full-time (40 hour per week) commitment including agency involvement and Theory-Practice Integration. Any additional commitments must be negotiated in advance with the field instructor.

Name_____ Birthdate_____ Sex Male____ Female____
(Last) (First) (Initial)

Social Security #_____

Major Option: (CS)_____ (SW)_____

When do you expect to graduate?_____

Focus Area: Corrections_____ Other_____

Local Address_____ Telephone_____

Permanent Address_____ Telephone_____

Name of Academic Advisor_____. Have you discussed the type of placement and when placement fits into your academic program with your academic advisor? Yes_____ No_____ If not, you should do this before completing your application.

Field placement requested for _____ (term) or _____ (term).
(1st choice) (2nd choice)

When can you take a placement outside Eugene/Springfield?_____

Would you be interested in taking a six-month placement with pay?_____

List past jobs or volunteer work done as well as other hobbies or interests:

(For Office Use Only)

Senior-level placements: Field Study completed at _____ _____
(agency) (term)

_____ _____ _____ Field Study Waived_____
(field instructor) (credits)

Restrictions: Driver's license_____ Car available____ Family commitments_____

Employment _____ Courses_____ Other_____

Referred to:_____ Date_____

COMMUNITY SERVICE MAJORS

Required Prerequisite Courses

Junior Placement:

CSPA 230 Field Observation
CSPA 323 Strategies of Intervention I

Will you have completed the above courses prior to requested field placement?

Yes_____ No_____

Senior Placement:

Junior placement prerequisite courses
CSPA 409 Supervised Field Study (Junior Level)
CSPA 411 Theory-Practice Integration
CSPA 324 Strategies of Intervention II

Will you have completed the above courses prior to requested field placement?

Yes_____ No_____

Please check your interests regarding clients, methods and settings as listed below. Check your top three priorities (indicate 1, 2, 3).

Methods	Clients
_____ Individual	_____ Children
_____ Group	_____ Adults
_____ Research	_____ Elderly
_____ Community Organization	_____ No preference
_____ Program Administration	
_____ No preference	

Settings

_____ adoption	_____ vocational	_____ financial
_____ day care	_____ housing	_____ abortion, family planning
_____ foster, substitute care	_____ recreation	_____ protective services
_____ school problems	_____ ethnic services, minorities	_____ crisis
_____ mental retardation	_____ legal	_____ volunteers
_____ physical handicaps	_____ medical, health	_____ corrections
_____ community development	_____ mental health	_____ other (specify)
_____ planning social services		

Desired agency or specific placement (if you have one in mind):

Appendix B
2

AGENCY EVALUATION OF STUDENT FIELD EXPERIENCE

Name of Student:_____ Date:_____

Agency:_____ Supervisor:_____

Brief Description of the Placement:

Please evaluate the student in each of the following areas (1-Outstanding, 2-Good, 3- Needs a Little Improvement, 4-Needs a Lot of Improvement, 5-No Opportunity to Observe). Your comments will be especially helpful.

	Rating	Comments
1. Initiative & Creativity		
2. Dependability & Responsibility		
3. Self-confidence		
4. Enthusiasm		
5. Appearance		
6. Sensitivity & Tact		
7. Leadership Ability		
8. Ability to Work with Agency Personnel		
9. Ability to Use Supervision		
10. Ability to Organize & Carry Out Tasks		
11. Ability to Relate to Clients on Individual Basis		

	Rating	Comments
12. Ability to Work with Groups		
13. Ability to Understand Client Needs		
14. Ability to Make Appropriate Decisions Regarding Clients		
15. Understands Broad Social Issues Related to Work of Agency		
16. Ability to Evaluate Effectiveness of Programs		
17. Ability to Write Necessary Reports, Case Summaries, Etc.		
18. Ability to Communicate Orally to Individuals & Groups		
19. Understands Work of Your Agency & Its Relationship to the Community		
20. Makes Good Use of Time		

Please also comment on the following:

1. Was the student adequately prepared and qualified for this placement?

2. What further academic work and experience do you think would be most helpful in preparing this student for a professional career?

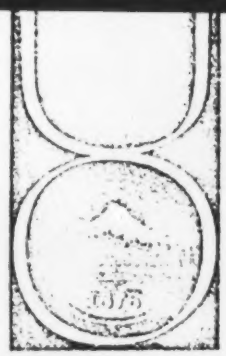
3. Please make any other comments you feel would be useful to us in evaluation of the student's performance in this placement.

4. Did you discuss this evaluation with the student? Yes_____ No_____

Date:_____ Signed:_____

Appendix B
3

UNIVERSITY OF OREGON



THE ERIC ALLISON WALLACE
SCHOOL OF
COMMUNITY SERVICE
AND PUBLIC AFFAIRS

EUGENE, OREGON 97403
telephone (code 503) 686-3501

INDEPENDENT STUDIES SPONSOR

The role of the Independent Studies faculty or community sponsor is that of an advocate, resource person, and advisor. The IS sponsor works cooperatively with the student in developing her/his Independent Studies program and helps monitor and assess the student's progress. A student who secures community sponsorship will also need a CSPA faculty sponsor to provide school and university linkage in supporting the student's IS program.

The major responsibilities of the IS sponsor are to:

1. assist in the development of the student's educational contract
2. help monitor and assess the student's progress each term
3. meet periodically throughout the academic year with the student and CSPA's Independent Studies committee (or IS coordinator)
4. help the IS program unit personnel retain timely information and evaluations about its students
5. serve on the student's final review board and help assess the student's completion of the Independent Studies Program.

Specific tasks related to an Independent Studies sponsorship are as follows:

1. At the beginning of each term, the sponsor and student will develop a quarterly plan of action. This plan should serve as a working subset of the educational contract, re-emphasizing the goals and objectives of the student's IS program.

2. The sponsor will write a short report each term for IS program personnel This statement will identify the nature and quality of the student's work, and may include a list of classes or a description of a student's proposed field placement.

3. S/he may wish to sponsor the student for special projects or selected readings in a given term(s) whereby the student may receive CSPA credit. Agreements concerning content, grade options, and other stipulations should be collectively developed and submitted in writing to the Independent Studies Office.

4. The IS sponsor will meet throughout the academic year with the student and IS committee to exchange information about the student's progress.

5. The sponsor will be encouraged to attend IS seminars and retreats.

6. S/he must participate in the development of the final product and assist in evaluating the student's program at the time of the final oral review.

7. The IS sponsor will actively encourage the student to utilize pertinent university and community resources in her/his program.

Appendix B
4

SPONSOR EVALUATION OF INDEPENDENT STUDIES STUDENT

Name of Student_____Date_____

Name of Sponsor_____Department_____

Independent Studies Contract Title_____

Please evaluate the student in the following manner, keeping in mind the goals, objectives, and focus, of the students contract. 1-Outstanding, 2-Good, 3-Needs some improvement, 4-Needs a lot of improvment, 5-No opportunity to observe.

_____Initiative and Creativity COMMENTS

_____Dependability and Responsibility

_____Ability to utilize resource materials and personnel for his/her IS focus

_____Ability to Organize and carry out tasks

_____Integration of Academic program with field work

_____Development of Contract Objectives

_____Skill Competence Development

_____Overall Progress of Student

_____Development of Communication Skills

Describe any alternations or new developments from the original contract of which you are aware--

How often do you meet with this particular student? (Check one and estimate hours)

_____Weekly for_____hrs. _____Once or twice a term_____hrs.
_____Bi-weekly for_____hrs.
_____Monthly for_____hrs.
_____I have not met with this student to any significant degree. (Cite reasons or explain)

Proposed date of Graduation_____

Sponsor's Signature_____

APPENDIX C

Materials on Prior Learning and Conference

1. Instructions to Students for Credit by Portfolio in Strategies of Intervention I.
2. Program for the Conference: "Competency Based Education and Experiential Learning: Current Practices, Programs and Issues for the Human Services," June 9-11, 1976, Eugene, Oregon

Appendix C 1

Statement to Students:

Obtaining Credit by Portfolio

in

CSPA 323, Strategies of Intervention I
1976

Introduction: CSPA 323, Strategies of Intervention I is a very important, 5 credit course normally required of all entering CSPA students. Strategies I covers knowledges, skills and attitudes involved in working directly with people, either in a one-to-one relationship or in small groups. Occasionally a student will have had a great deal of experience in such work, perhaps in interviewing, counseling, and facilitation of problem-solving and decision-making in groups. This experience may have come from training programs, workshops, or lengthy periods of work in agencies supplemented by reading on one's own. If this experience involved development of understanding, reflection on the experiences, consideration of a conceptual framework and preparation and testing for generalization beyond the immediate experience, and if the learning experience covered all the activities and requirements presented in the Strategies I syllabus or outline, then the student may wish to consider obtaining credit by portfolio. All CSPA course requirements are content requirements, not exact course requirements. Before deciding to work for credit by portfolio rather than taking the class, the student should talk with the current instructor, read the descriptive material on the class, and look over the textbook and readings carefully.

Distinction between Waiver and Credit by Portfolio: Waivers may be given if the student has already had sufficient study related to the area making Strategies I redundant. Generally waivers are granted only when the student has taken credited course work such as interviewing and group dynamics, involving actual carrying out of assignments in the field. After discussion with his or her adviser, if the student wants a waiver, s/he should obtain a waiver form in the Advising Office, fill it out referring to courses taken and have it signed by the adviser, who will pass it along to the division chairperson for final approval. Waivers are rarely given because few courses are similar enough to Strategies I.

Credit by Portfolio is a relatively new development in CSPA. As described below it is a lengthier process than a waiver, but it leads to the granting of 5 credits, whereas a waiver does not result in any credit.

General Conditions for Credit by Portfolio: The student should begin discussions with the instructor before signing up for the class, but in no case later than two weeks after the class starts. It is often desirable for a student to attend class anyway for a few meetings to get a more complete idea of what it is about, even if s/he plans to take the Portfolio route from the beginning. It should be noted that the student, in preparing for the portfolio, will need to examine his or her background and knowledge quite thoroughly, a time-consuming but sometimes quite rewarding experience. S/he cannot use in the portfolio any work or experience for which s/he has already received credit. In gaining a general knowledge of portfolio writing, the student will find the CAEL Working Paper No. 7, "A Student Handbook on Preparing a Portfolio for the Assessment of Prior Experiential Learning" quite helpful; the handbook gives examples of portfolio work elsewhere, which will of course not be directly applicable to the Strategies I situation.

The Portfolio: A portfolio is a set of statements or documents showing the kind of work a person has done. Artists or architects often put together portfolios of their works, or diplomats use the term to refer to a set of documents. In this case,

a portfolio will consist of three parts:

1. A general statement about (a) why the student thinks s/he has already had the relevant and equivalent learning experience, (b) why it is important to receive credit by portfolio rather than sitting in on the course, and (c) what the student's career goals are.

2. A list of relevant learning experiences (see examples below), along with brief references to documents supporting each of the learning experiences.

3. A note saying that none of these experiences have been part of courses for which credit has been given.

4. Documents supporting the learning experiences.

Usually it is a good idea to keep these statements, lists, and documents in a loose-leaf binder.

Distinction between Simple Experience and Experiential Learning: It is often hard for students to separate experience, especially a long period of work in an agency, from learning. But we have all known people who have had a great deal of experience, but they have not learned much from it. Learning involves reflecting on the experience, relating it to other situations and other times, analyzing, criticizing, and applying and improving performance when a similar situation comes up. The experiential learning we are concerned with must also be of college level, and in this particular instance of relevance to the particular course.

Possible Learning Experiences and Documentation: The following items cover the kinds of learning expected in Strategies I, each of which might be supported by documents like the examples given:

1. Knowledge learning, including
   a. General knowledge of concepts in interpersonal relations, communication and helping individuals and small groups.
   b. Personal development towards a conceptual framework relevant to working with individuals and small groups.

   Experience: Independent reading of relevance, not connected with credited courses; workshops, agency or volunteer training courses.

   Documentation: Training course outlines, notes, letters from instructors, grant application, bibliography, brief synopses of books or articles, papers written (or taking the quiz given in class).

2. Skill learning, including

   a. Development of ability to interview at an introductory level and analysis of purposes and methods of interviewing in different situations.

   b. Development of ability to do observations of dyads or small groups.

   c. Development of ability to participate in and facilitate group activity-both for accomplishing a task and developing satisfaction and cohesiveness; skill in leading a group.

Experiences: Non-credited training, e.g. interviewing or group management courses in an agency o. business; interviewing on jobs or in volunteer work, especially if they involve consultation or supervision; observation of self or others on videotape or directly; group participation and facilitation, especially with leadership of organized group projects.

Documentation: Training course outlines or notes, letters from instructors, reports or descriptions of interviews, letters from supervisors, reports of observations of groups, evidence of participation in research projects, statements describing groups, reports on groups, group products, letters from employers or others.

3. Attitude and Awareness Learning:

   a. Increasing appreciation and understanding of human relations and the diversity of human needs and values, including one's own.

   b. Ability to empathize with clients and group members in different roles, without losing perspective on the whole situation.

   c. Sensitivity to ethical aspects of intervening in the lives of others.

   d. Understanding of oneself in relationship to professional responsibilities in the human services.

   (Note: These statements are necessarily general and long-term; in the course of one's past experience one should look for growth along these lines; we do not expect perfection - yet!)

   Experience: Many of those experiences listed earlier; experiences being a client or a minority group member in certain situations; some kinds of acting experiences; reading and thought about relevant novels, clinical cases, etc.; reading about ethics and professional problems.

   Documentation: Reports or descriptions of activities, experiences; letters from supervisors and others, bibliographies.

It is not expected that the student will present every last feature of documentation listed, but each of the three major areas of learning must be listed and given some documentation. The student should also keep in mind that s/he may wish to reserve some of his or her past experience for portfolios for other courses if those are possibilities in the University.

Sequence of Procedures

1. Initial discussion with instructor before or shortly after registration.

2. Preliminary submission of general statement and list of learning experiences with intended documentation.

3. Decision by instructor as to possibility for granting credit and additional documentation and requirements (Such as taking quiz).

4. Final submission of full notebook including all documentation (as soon as possible, but at least before the ninth week of the term).

5. Interview with the instructor and one additional faculty member acquainted with Strategies I, including a review of the notebook.

6. Credit granted (and grade assigned, if requested). If not passed, student will be given an Incomplete or a No-Pass grade. If Incomplete, the student may re-do the portfolio or take the course.

The PURPOSE OF THIS CONFERENCE is to bring together persons from the Northwest who are working with assessment of experiential learning and competency-based education to share and discuss issues of concern in the field of human service.

Designed as a working conference, participation will focus around three conference themes:

1. The quest for a network of individuals and agencies concerned with competency assessment and career development;

2. Exploration and exchange of assessment techniques; and

3. Institutional perspectives of competency assessment.

REGISTRATION INFORMATION

REGISTRATION FEE: $25.00 *

(Includes: 1 Luncheon Buffet 6/10, 1 Dinner Banquet 6/10, 1 Luncheon Banquet 6/11, Conference Materials)

Registration:

Wednesday, June 9th, 7:00 P.M.
Thursday, June 10th, 8:00 A.M.

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CONFERENCE FACILITIES

INTERNATIONAL DUNES HOTEL
and
INTERNATIONAL STEAK & BEER
RESTAURANT

Eugene, Oregon

Rates: Single $ 12.00/night
Double $ 17.50/night

[For reservations call (800) 547-0332]

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CONFERENCE HOST

Resource Options Center, Inc.
Eugene, Oregon

*Please make Conference Registration Fee payable to Resource Options Center

Competency-Based Education & Experiential Learning
Current Practice ◎ Programs ◎ Issues for the Human Services

Sponsored by:
Mental Health
Cooperative Assessment of Experiential Learning
[illegible] Community Services and Public Affairs

June 9, 10, 11, 1976
International Dunes
Eugene, Oregon

WEDNESDAY, JUNE 9TH

7:30 P.M. REGISTRATION
(Informal social hour)

Conference Room 3
International Room and West Restaurant

THURSDAY, JUNE 10TH

8:00 A.M. LATE REGISTRATION

Conference Room 3
International Room and West Restaurant
(Coffee and Doughnuts)

9:00 A.M. WELCOME

James G. Kelly, Dean
School of Community Service and Public Affairs
University of Oregon
Eugene

ASSESSMENT ISSUES

9:10 A.M. INTRODUCTION

Lynn E. Craycraft, New Careers Project
School of CSPA, University of Oregon

Richard A. Schmel, CAEL Project
School of CSPA, University of Oregon

9:15 A.M. KEYNOTE ADDRESS

PAUL POTTINGER, Ph.D.
Director of Assessment Systems
Institute for Competency Assessment
McBer and Company
Boston, Massachusetts

10:00 A.M. BREAK

10:15 A.M. TASK GROUPS: Competency Assessment Issues

11:20 A.M. GROUP REPORTS

12:00 Noon LUNCH

INSTITUTIONAL CONSTRAINTS

1:00 P.M. PROGRAM BRIEFS

Del Shalock, Teaching Research
Oregon College of Education, Monmouth
Moderator/Discussant

- *Jesel Harpeaker, Oregon State Department of Education, Salem*
- *Sr. Barbara G. Feller, Marylhurst Education Center, Marylhurst*
- *Mary R. Harvey, New Careers in Mental Health Project, School of CSPA*
- *Louis Merrick, Chancellor's Office, Oregon State Department of Higher Education*
- *Richard A. Schmel, Cooperative Assessment of Experiential Learning (CAEL) Project, School of CSPA*
- *Doug Towne and Rick Weber N.W. Indian Training Institute, Salem*
- *Mike Pastori, Seattle City College, Seattle, Washington*

2:45 P.M. BREAK

3:00 P.M. TASK GROUPS: Institutional Constraints

4:15 P.M. RECONVENE

5:30 P.M. NO-HOST SOCIAL HOUR

6:30 P.M. DINNER

8:00 P.M. PRESENTATION

Ron Hagans
N.W. Regional Educational Lab

INFORMAL PROJECT CONSULTATION

FRIDAY, JUNE 11TH

NETWORK BUILDING

9:00 A.M. PANEL

Edith Mallory, State of Oregon, Educational Coordinating Council, Salem

Jan Monti, Human Services Training Institute Spokane, Washington

Richard A. Schmel, Moderator

9:30 A.M. TASK GROUPS

11:00 A.M. REPORTS

Discussants: Edith Mallory, Jan Monti, Paul Pottinger

12:00 Noon LUNCH

Walter Hathaway
N.W. Regional Educational Laboratory
Portland, Oregon